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ABSTRACT

This bibliography contains 100 English-language annotations of newspaper articles and government publications from four North African nations. All of the items were published July-September 1974. Annotations are categorized by topic: philosophy and theory of education, educational level, special adult education, teacher training, teaching methods and aids, artistic education, Arabization and bilingualism, and a special section on educational problems in Morocco. A list of periodical sources concludes the document. (ND)

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P R E F A C E

Combatting illiteracy, preparing an often isolated youth with little broad cultural background to meet the needs and to face the requirements of modern society, and adapting to a multilingual situation - these are the major factors influencing educational philosophy in the Maghreb.

Illiteracy is being reduced by spectacular efforts at universal schooling.

In view of the wide-spread and sometimes dramatic social change taking place in these countries, education is in a transitional period during which it is trying to achieve a balance between the classic values and methods inherited from the colonizing countries and the practical needs imposed by a society which is increasingly in need of skilled labor and of teachers themselves.

Adapting education to the peculiarities of a multilingual population has in the past been a cause of frequent and disrupting changes of curriculum, but many of the problems related to this are now being resolved, and a clear trend towards "Arabization" can now be remarked, with an attendant emphasis on instilling in children a consciousness of their Arab and Islamic heritage.

The main difficulty in compiling a bibliography such as this is that most material must come from newspapers and from government publications. Other material, where it exists, has been published outside the countries and has not always been classified. Thus there are available many figures, many statements of policy, some evaluation of past results and practices, and very little thorough analysis.

Despite the inadequacies which necessarily result from these difficulties, these issues will, we hope, be of use not only to educators and students, but also to those with a general interest in North Africa.

TABLE OF CONTENTS

PHILOSOPHY AND THEORY OF EDUCATION 1

EDUCATIONAL ORGANIZATION 11
Primary Education 11
Secondary Education 13
Vocational Education 15
Higher Education 19

SPECIAL ADULT EDUCATION 26

TEACHER TRAINING 31

TEACHING METHODS AND AIDS 32

ARTISTIC EDUCATION 35

ARABIZATION AND BILINGUALISM 35

SPECIAL PROBLEM: EDUCATIONAL PROBLEMS IN MOROCCO 36

LIST OF PERIODICAL SOURCES 41

Note: Each entry is marked with a letter - A (Algeria), L (Libya), M (Morocco), T (Tunisia) - to indicate the country under consideration.

PHILOSOPHY AND THEORY OF EDUCATION

T 1. "MM. Mohamed Sayeh et Driss Guiga président une table ronde." (Mohamed Sayeh and Driss Guiga preside over a round-table meeting). La Presse, August 26, 27, 1974; pp. 1, 5.

This article concerns a meeting attended by the deans of various schools and by a large number of university professors, students and concerned parties.

At this meeting Mohamed Sayeh, party leader, spoke of the importance the party places on the role of education, and pointed out that the Party Congress provided a forum for discussion of educational problems.

Driss Guiga, Minister of Education, outlined the basic themes of party ideology and related them to the questions of the role of higher education, its profitability, the rules it must follow and the responsibility of students and of the U.G.E.T. (Union Générale des Etudiants Tunisiens - General Union of Tunisian Students).

Driss Guiga's presentation was followed by a long debate, concerned particularly with selection policies for admission to the university.

T 2. "H. Bourguiba évoque les problèmes de l'enseignement." (Habib Bourguiba speaks of educational problems). Le Monde, September 3, 1974.

On the occasion of a national conference of Destourian students, President Bourguiba presented a concise analysis of educational problems.

He attributed a large part of student failures to overcrowding of primary school classes and to the insufficient training of teachers recruited after the independence of Tunisia. Pointing out that young graduates often could not find jobs because many posts were filled with less competent workers, the president stressed the need to clarify basic problems and pay attention to the quality of primary and secondary school programs.

3. BELMAHI, Ouazzani: "Enseignement des Sciences et développement" (Science education and development). L'Opinion, August 2, 3, 4, 1974, pgs. 1.

This series of three articles concerns the teaching of scientific subjects and its importance for developing countries.

The first article outlines the priorities of developing countries: agriculture, construction and the supply of construction materials, hygiene, industry, the supply of water, sanitation and transportation. These areas are linked to scientific study and their examination requires scientifically trained technicians.

The second article points out the relationship between the economic sector and science. A preliminary classification of subjects should precede reform of science education.

The third article examines teaching methods in science, and advanced technical training. It outlines the present program of scientific training and then presents a new program, indicating the relative importance of various subjects.

These articles stress the importance of examining Morocco's development potential and goals before planning a pertinent and profitable science program. Morocco's problems and needs show that two orientations must be encouraged: biological and physical sciences, and mathematical sciences.

This conclusion is not limited to higher education, but may be extended to the orientation of primary and secondary school students.

A 4. "Education et idéologie" (Education and ideology). El Moujahid Culturel, no. 132, July 4, 1974, p. 16.

On the eve of the twelfth anniversary of Algeria's independence, a summary of her educational advances is given in this article. The author speaks of French policy towards education in Algeria, giving the characteristics of the system left behind by the colonialists after independence.

Since then there have been many changes in primary and secondary education. The middle cycle has been shortened by one year. Attention is given to artistic and sports activities. Total school enrollment at the primary level is sought. The rate of passing from primary to secondary school levels is now 80% rather than 40%. Algeria wishes to experiment with the founding of state secondary schools for literary, scientific and artistic education. The author concludes that Algeria in 1980 will have evolved far from the situation in 1962.

5. "L'éditorial de notre confrère "Al Alam": Le neuvième congrès national de l'enseignement (The editorial of our colleague "Al Alam": the ninth national congress on education). L'Opinion, September 27, 1974, p. 3.

This editorial concerns the national congress on education which stressed the need to consider education as a learning experience rather than an enhancing of the nation, or a training of managers. From the beginning, the Istiqlal Party has been preoccupied with the Moroccanization of education and the improvement of its quality. Now the congress asks that the accent be put on the ideological and spiritual training of citizens. A citizen versed in Moroccan ideology will not be produced by any foreign education program, nor by teachers lacking a knowledge of the fundamentals of Moroccan history, Islam, and Arabism. For this reason the Istiqlal Party stresses an educational program based on the Moroccan entity, and ideological, Islamic and patriotic training of young individuals.

6. "Tribune: 9ème Congrès du P.S.D., 12-13-14 Septembre, 1974. Les réalisations économiques et sociales" (Tribune 9th Congress of the P.S.D., September 12, 13, 14, 1974. Economic and social accomplishments). La Presse, September 11, 1974, p. 8.

On the occasion of the National Congress of the P.S.D. (Socialist Destourian Party) the author of this article summarized economic and social accomplishments.

The number of existing schools has increased greatly. From 1961 to 1971, close to a fifth of the population was in school. One of the important tasks was the training of skilled labor and as far

as this is concerned the Tunisian system is characterized by democratization and by a permanent, progressive and decentralized aspect within a well-planned framework. Vocational training is carried out in centers for pre-apprenticeship, apprenticeship, accelerated training, and promotion.

M 7. "Tout citoyen a droit à l'enseignement, et il incombe à l'Etat de garantir ce droit" (Every citizen has the right to education, and it is incumbent upon the state to guarantee this right). L'Opinion, September 20, 1974, p. 1, 2.

The author points out the different ways in which the Istiqlal Party shows the particular interest it takes in education. A fundamental objective of the Party is the creation of a national school based on Moroccan humanism. A motion passed at the ninth Party Congress includes several resolutions concerning education, in particular, that an Islamic orientation be included in school programs. Teacher training is also a priority. Finally, the party favors the principles of administrative and financial autonomy for universities.

A 8. GHARBI, M. "L'intellectuel au pas du manuel" The intellectual at the place of the manual). Afrique-Asie, no. 63-64; August 5, September 8, 1974, pp. 105-7.

This article examines the reform of the Algerian school system, which opens new perspectives for 1980. The part of the annual budget reserved for education is about 30%. At the beginning of the next school year, Algeria will begin a 10-year plan for the reform of primary and secondary school education. A fundamental nine-year polytechnical school will be established with a high-quality secondary level program. "Polytechnicalization" is a new concept in Algeria.

The reform outlined in this article seems to be decisive and will give the Algerian school an image reflecting basic policies.

T 9. "M. Hedi Zghal, nouveau Secretaire d'Etat auprès du Ministre de l'Education Nationale" (Hedi Zghal, new Secretary of State to the Ministry of Education). L'Action, September 26, 1974, p. 10.

This article is a biography of Hedi Zghal, who was just appointed Secretary of State to the Ministry of Education in Tunisia.

A 10. "Rentrée scolaire: plus de 3 millions d'élèves cette année, annonce le Ministre de l'Enseignement primaire et secondaire" (Return to school: more than three million students this year, announces the Minister of Primary and Secondary Education). El Moudjahid, September 18, 1974, pp. 1 and 2.

This school year is important, not only because of the ever-increasing number of students attending, but also because of the change occurring in the educational system. The 1974-1975 school year falls between the end of the first Four Year Plan and the beginning of the second. It is also a year of transition to the fundamental 9-year school system planned to increase the chances of each individual. Due to this there is a real effort to reinforce social aid (scholarship etc.). However, the "cost of learning" remains high for many. In a recent speech, Mr. Ben Mahmoud, Minister of Primary Education, stressed the necessity to adapt the school system to fulfill the goals of national development, Algerianization of school personnel, progressive Arabization of courses, the founding of fundamental polytechnical schools, and the improvement of the quality of school programs.

T 11. "M. Driss Guiga quitte Tunis pour l'Union Soviétique et la Roumanie. Consolider la coopération dans le secteur de l'enseignement scientifique et technique" (Driss Guiga leaves Tunis for Russia and Rumania. Consolidating cooperation in scientific and technical education). La Presse, July 30, 1974, p. 8.

Driss Guiga, Minister of Education, will pay an official visit to Russia and Rumania in order to consolidate Tunisia's cooperation with these two countries concerning scientific and technical education. He reminded the nation that the educational policy of Tunisia was to encourage science and technology and that Russia and Rumania have a long experience in these fields of study.

A 12. "L'alphabétisation dans les Aurès" (The literacy campaign in the Aurès Mountain area). El Moudjahid, September 20, 1974, p. 2.

A meeting with educators of the Aurès region permitted the elucidation of policy lines and primary goals in the campaign against illiteracy there. The participants complained of the lack of teachers in the cooperatives and agricultural units in the area. This is the main problem in the failure to teach the masses to read. In the Aurès mountains, 1,300 agricultural laborers are taking reading and writing courses. The Four-Year Plan foresees an intensification of this program, but the problem of the lack of teachers will have to be attacked first.

A 13. "La rentrée du XX^{e} anniversaire" (Return to school, twenty years after independence). El Moudjahid, September 19, 1974, pp. 1 and 2.

The return to school each fall allows an evaluation of Algeria's progress in education since the time of independence. This year education has a new outlook: For the first time it has lost the aspect of depersonalization which previously characterized it. Thanks to a great investment, education has been made democratic. School infrastructure and the training of teachers have always been considered priority needs, mobilizing a great part of municipality investments. Tangible results are seen in the lessening difference between urban and rural zones. Real difficulties have been overcome by the founding of boarding schools, scholarships and a gradual change in social customs. A particular effort has raised teaching jobs to a socially respectable level.

A 14. SEMGHOUNI, Mohamed: "L'Ecole fondamentale polytechnique: un enseignement adapté à nos réalités" (The fundamental polytechnic school: an education adapted to our realities). El Moudjahid, September 24, 1974, pp. 1 and 2.

Under the former Algerian system school was obligatory only for six years, leading to a poor educational level and in some cases to juvenile delinquency. To solve these problems Algeria changed the system to a fundamental nine-year program. During the basic nine years, students are oriented according to their capacities and their inclinations. The orientation allows the advance planning of school programs and of the number and quality of teachers needed. The entrance examination into sixth grade is to be eliminated.

This reform will be made gradually, and will be nationwide by 1985. It will take place at the same time as school facilities are increased

and teachers are trained. The fundamental school will provide a polytechnical program stressing science subjects, and is expected to encourage Algerianization of teaching personnel.

T 15. "Rapport de synthèse des journées d'études" (General summary of study Days). Bulletin de Liaison et d'Information, no. 13, May-September 1974, pp. 4-8.

These extracts concern Study Days held to examine the future role of research and science in Tunisia.

The relationship between the INSE (National Institute of Educational Sciences) and different Ministry of Education departments was studied.

Problems based on samples of work carried out by the U.E.R. were discussed.

The study of these problems led the participants to examine the role of research in education, and the "strategy of research." Several recommendations on domestic and international scales were made by the directors of the INSE.

T 16. "Représentation de l'Institut National des Sciences de l'Education par l'envoi de chercheurs en mission" [Representation of the INSE (National Institute of Educational Sciences) by research missions]. Bulletin de Liaison et d'Information, no. 13, May-September 1974, pp. 10-12.

Tunisia was the only Arab country to participate in the Fifth World Congress on reading held in Vienna on August 12-14, 1974. The principal theme was : "Reading: new horizons." A limited amount of information is available concerning research and experiments in reading in developing countries. It is possible that power and reading knowledge are only seen through the eyes of literacy campaigns, and as such the field is limited to educational research for pragmatic purposes.

All the information available stresses the importance of creating a psycho-pedagogic environment for the rapid learning of reading skills, a learning which will then condition the behavior of the student as well as influence his future success in school. The importance of the family environment is underlined, as is the role of other educational experiences.

T 17. "Séminaire national des étudiants à Bizerte. Corrélation entre la politique économique et la politique éducationnelle" (National students' seminar at Bizerte. Correlation between economic policy and educational policy). La Presse, August 16, 1974, p. 2.

The Secretary of State to the Ministry of Planning, Mr. Zaanouni, stressed the complementary nature of educational and economic policies and pointed out that Tunisia had chosen the democratization of education. This policy will only have meaning if it follows a rational and planned economic policy. Mr. Zaanouni also examined criteria which could assist the rapid development of the national economy.

T 18. "Après "Prise de positions," c'est "Etudes," un deuxième ouvrage de Mohamed Mzali" (After "Taking a stand," we have "studies," a second work by Mohamed Mzali). L'Action, July 5, 1974, p. 7.

"Studies" is a collection of articles published during the last quarter-century, as well as a summary of conferences given during that period on different subjects. The themes are many: There are cultural, pedagogic and sociological articles as well as articles on youth. The author has also spoken of the role of secondary schools in education.

A 19. "Journée maghrébienne de l'éducation: Thème de la rencontre organisée par la FTEC-UGTA" (Maghrebian day of education: theme of the meeting organized by the FTEC-UGTA). El Moudjahid, July 7 and 8, 1974, p. 5.

This meeting on education allowed representatives of Tunisian, Algerian, Moroccan and Mauritanian student unions to discuss the themes of student organization in the Maghreb and to outline the situation of students and of education in each of their countries. The goal of the meeting was to reinforce the link between union leaders of the Greater Maghreb and to permit them to exchange and compare their respective experiences concerning pedagogy and union organization.

T 20. "M. Driss Guiga: l'enseignement tunisien doit avoir l'ambition de se situer au niveau international" (Driss Guiga: Tunisian education must have the ambition to reach international levels). L'Action, Special edition, Ninth Congress, September 12, 1974, pp. 30-32.

During a press interview, Driss Guiga, Minister of National Education, retraced the steps taken by his department during the last three years and spoke of the main problems existing at present in primary, secondary and higher education. He touched on the problem of the educational level, the need to make school programs more relevant to the labor market, and the social function of the university. Concerning bilingualism he considered that it would continue for quite a while in education.

A 21. "Célébration de la journée internationale de la lutte contre l'analphabetisme" (Celebration of the international day of the struggle against illiteracy). El Moudjahid, September 8-9, 1974, pp. 1-2.

On the occasion of this celebration, the following points were made: Illiteracy remains a characteristic of underdevelopment. In Algeria the degree of illiteracy in the population shows that efforts to teach reading and writing to the masses must be integrated into the socio-economic development of the country. The dispersion of the labor class slows down their social and political integration and their socio-economic participation.

In 1967 a pilot experiment in functional literacy was started in various regions of Algiers. During the Four-Year Plan 1970-74 the goal of making 100,000 workers literate was achieved with 70% success. That of teaching reading and writing to the masses had a 40% success rate.

A 22. "Rentrée scolaire: jour "T" mercredi (Return to school: "T" day Wednesday). El Moudjahid, September 17, 1974, p. 1.

All across the country, educators and administrators are doing their utmost to assure the new school year of a smooth start.

At Saida, the rate of school enrollment will reach 70%, 89% of which will be children under the age of 6. These figures show the country's constant efforts towards democratization of education in rural and urban zones.

New schools will open this year.

The Ministry of Early and Religious Education has opened an Islamic institute at Saida.

Another satifaction will be in school management: Algerianization of school personnel has reached 99% in the elementary schools thanks to the training given by the Technological Institute of Education.

I 23. "Pour une amélioration de certaines structures de notre enseignement" (For the improvement of certain of our educational structures). L'Opinion, August 25, 1974, p. 5.

The potential of the school establishments existing at present falls well below satisfying the needs of the country, claims the author of this article. It is necessary to multiply the number of establishments and train new teachers. Education must be adapted to the needs of the society, and the placement of schools must be carefully studied. The equipment available in existing schools leaves much to be desired. Concerned administrators must remedy the situation before children can start to learn with enthusiasm.

T 24. SOULEZ, Philip. "Problématique de l'innovation scolaire" (The problems of school innovation). Conjoncture, no. 4, July-August, 1974, pp. 42-52.
no. 5, September 1974, pp. 62-67.

The author of these articles is an assistant professor of philosophy at the University of Tunis. He speaks of the educational dead end with which numerous African countries find themselves faced. The difficulties he sees are presented in terms of cost-profit and investment in education, and he urges a return to the planning methods in vogue during the sixties. Although the problem is different in Tunisia, the need for innovation in schooling is no less important.

EDUCATIONAL ORGANIZATION

Primary Education

A 25. "scolarisation à Tiaret. Des progrès constants dans le secteur primaire" (School enrollment at Tiaret. Constant progress on the primary level). El Moudjahid, September 26, 1974, p. 7.

The rapid increase of primary school children in Tiaret presents a problem for school administrators there, as school facilities are insufficient and the supply does not keep up with the demand. Local teachers have to contend with a bureaucratic administration and end up accepting temporary solutions. Despite these problems, elementary education has seen great progress. The rate of school enrollment has reached 54%. This is less than the goal stated in the First Plan but is still impressive considering the scattering of the population. The opening of the I.T.E. this year will help solve the problem of teacher training.

On the other hand secondary education at Tiaret needs much help. Until the opening of the new secondary school in 1976 temporary solutions will have to be found.

A 26. "Constructions scolaires. Quatre nouveaux établissements d'enseignement moyen à Tlemcen" (School construction. Four new technical school buildings at Tlemcen). El Moudjahid, September 8, 9, 1974, p. 7.

The popular Assembly of the village of Tlemcen held several meetings to prepare the details of the opening of four new elementary schools in the Fall. Difficulties encountered during the construction of the schools centered principally on the lack of building-materials. Certain schools were finished with the help of the population.

A new vocational training center of 800 places with 240 boarding students will also be finished soon.

A 27. Belkhodja, Amar: "Pour la sauvegarde de l'enfance" (For the protection of children). El Moudjahid, August 10, 1974, p. 6.

This article criticizes parents who do not take an interest in the school life of their children, and who do not contact the director of their school establishment. Although teachers are supposed to signal absences and insufficient study, theirs is not the only responsibility. Children from rural areas are often less advanced than their city contemporaries and are often not accepted in these schools. The Center for the professional training of adults cannot accept youths under 17 years old. This leaves the National Establishment for the Education and Promotion of Children, whose capacity is limited. Children accepted, however, are well trained until their orientation towards either secondary school or a vocational training center, or a job placement.

In the second Four Year Plan a new similar center for 200 students is planned.

A. 28. Belkhodja, A.: "Culture et loisirs: une infrastructure à développer" (Culture and recreation: and infrastructure to develop). El Moudjahid, August 11, 12, 1974, p. 7.

In this article the author speaks of the primary role which the school plays in socializing children. The role of the schoolteacher is of utmost importance, as he sets an example for his students; however the family of each child also shares the responsibility for his social development. Although lack of supervision and control often result in poor school attendance, obligatory enrollment until 17 years of age has helped in many ways.

In Tiaret the middle secondary and technical schools hold only 5,000 students. This insufficient percentage of potential students is later reflected in the unemployment rate for the district.

M 29. "Pour un enseignement généralisé et arabisé" (For a generalized and Arabized education). L'Opinion, September 13, 1974, p. 7.

Psychologists and pedagogues agree that a well-oriented early education provides the basis for all future intellectual development. Consequently a strict control over primary school programs is needed. It is important to generalize one unique method of preparatory education capable of orienting the minds of all children around certain principles, regardless of whether they come from normal or koranic kindergardens. All children should attend school and receive an Arabized education according to constitutional policy.

Secondary Education

T 30. "M. Driss Guiga préside le colloque des directeurs d'établissements secondaires" (Driss Guiga presides over a meeting of principals of secondary establishments). La Presse, July 9, 1974, p. 4.

This article concerns a meeting at the State Secondary School of Carthage at which the summary of the school year was examined, and plans were made for the next school year. Driss Guiga stressed the importance of principals in influencing their schools. Debates concerned secondary school problems in professional orientation. Other questions raised concerned quantity and quality norms to be maintained.

A 31. "Infrastructure scolaire. 799 nouvelles classes à Bejaïa" (School infrastructure. 799 new classes at Bejaïa). El Moudjahid, September 18, 1974, p. 9.

The accomplishments of the first Four Year Plan in Algeria have brought about a state of stability for Bejaïa. Several projects have been carried out; others have been started. Concerning education, new elementary and state secondary schools were programmed. On the primary level hundreds of new classes were started thanks to the Four Year Plan and the Special Program. In four years, primary school facilities increased by over 60%. Housing for teachers was built. On the secondary level a general school with a capacity for 1,600 students, including 800 boarders,

was started. An Arabic secondary school and training center is planned. It will also be necessary to plan a training school for teachers and administrators of the additional schools.

M 32. "Où va l'enseignement? 465 lycéens renvoyés" (What is happening to education? 465 State secondary school students expelled). L'Opinion, July 24, 1974, p. 4.

The author sharply criticizes the new Moroccan secondary school program, saying that the teaching level dropped when the program was changed. He studies the crucial problem of school drop-outs and failures. An efficient educational system directed by the State, he claims, is nowhere near being realized.

M 33. "L'augmentation du taux des bourses de l'Enseignement secondaire devient une nécessité absolue" (The increase of scholarship rates for secondary education is becoming an absolute necessity). L'Opinion, July 7, 1974, p. 7.

The author speaks of the need to increase scholarships for secondary school students in Morocco. Scholarship amounts, he claims, have not increased since 1958 despite a rapid rise in the cost of living. A study of the amounts awarded shows under what sorry conditions students are forced to live.

T 34. DAVIS, John: "The free-school phenomenon:
A the cases of Tunisia and Algeria.". International Journal of Middle East Studies. September 4, 5, 1974, pp. 434-669.

This article examines the main features of the "free-school" phenomenon in two North African countries formerly under French rule: Tunisia and Algeria. The term "free school" does not apply to all private schools, but only to those independently sponsored. The article examines the early schools in Tunisia and speaks of the subsequent development of modern "qur'ânic" schools. For Algeria, the article speaks of Islamic reform just after World War I and the expansion of the Algerian free school movement after World War II. The schools declined after 1954 as a result of repressive measures by the French administration.

In Tunisia the Neo-Destourian Party eliminated free schools after independence in favor of the French-oriented public elementary schools.

VOCATIONAL EDUCATION

T 35. "Une nouvelle réalisation au profit de la jeunesse: un centre de placement et d'orientation des jeunes" (A new accomplishment for youth: a placement and orientation center). La Presse, September 11, 1974, p. 2.

This article concerns a new placement and orientation center for young men and women, inaugurated recently by Mr. Ennaceur, Minister of Social Affairs. The Minister spoke with young people looking for their first jobs and encouraged them to acquire a professional specialty. The center holds periodic meetings in schools to give students an idea of the opportunities open to them. At the same time, the OTTEFP has prepared brochures and booklets on the subject. Orientation of students is made after psycho-technical examinations by experts. This center is the result of meetings concerning school failures.

M 36. "Intéressante réunion au centre de formation professionnelle" (Productive meeting at the professional training center). L'Opinion, July 5, 1974, p. 7.

This article concerns a meeting of the Council of Technical Training. The agenda included the study of existing vocational training programs in various fields, professional experiments, end-of-year examinations and student placement. The Council President stressed the importance of the courses offered in view of the role played by skilled labor in industrial development.

A 37. BERTRAND, O.; KOVACS,D.; REVESZ, A.; and TIMER, J.: "Prévisions de main d'oeuvre et planification de l'éducation: le cas de l'Algérie" (Predictions for manual labor and planning of education: the case of Algeria). Revue du Tiers Monde; no. 59/60, July, September 1974, pp. 511-548.

The authors of this article have examined the use of labor predictions in the planning of education by referring in a concrete manner to a recent experiment in Algeria, where the problems were clearly exposed. The Algerian study limited itself to methodology. The content was studied, as well as the general principles of the methodology, and the steps of the procedure. The experiment proved that it is possible to make useful estimations of

the growth of manual labor needs, which may then be used as a base to plan long-term educational needs.

A 38. "Remise de diplômes aux élèves des centres de formation professionnelle" (Graduation exercises for the students of professional training centers). El Moujahid, July 24, 1974, p. 8.

This article concerns the graduation exercises of training centers, which once again prove the value of these centers in training and tutoring school drop-outs. The administrators were pleased with the results obtained and stressed the importance of reaching even greater numbers of students.

Tutoring courses for students failing the Baccalaureat have successfully begun in several training centers. These students' reinsertion in the normal school circuit is facilitated.

A 39. "Industrie: la formation des hommes" (Industry: the training of men). El Moujahid, July 3, 1974, p. 2.

In order to insure its industrial development, Algeria has concentrated on providing the means necessary to train technicians. National School structures raise the general cultural level, while industry is charged with the professional technical training of personnel.

School establishments with a total capacity of 3,000 students have been built, and are concerned with the training of specialists in heavy industry, hydrocarbons, light industry, and industrial management. These programs are reinforced by in-factory training sessions. The improvement of existing personnel remains an ever-present goal. Industrial development has linked education to economic need and has rechanneled traditional orientations towards technical specialties.

A 40. Belkhodja, Amar: "Tiaret - Un seul centre de formation pour tout un village" (Tiaret - a single training center for an entire village). El Moujahid, August 14, 1974, p. 6.

Due to a lack of opportunities for unqualified personnel, youths who leave school at the primary level, or at the secondary level, can only be added to the stream of the unemployed.

The CFPA at Tiaret has 2,000 admission requests outstanding. This shows the importance of the unproductive juvenile mass, to which must be added those under 17 years of age. The Center's present capacity is 200 students. New sections for girls may be formed but the difficulty is transport from distant rural homes.

The Center will soon be expanded with new sections for boys and girls. This will allow a better training of local youth and will provide skilled labor for industry.

T 41. Wadji: "Les centres technologiques régionaux" (The regional technological centers). L'Action, July 19, 1974, p. 6.

The need of the country for technical managers, the beginning of new industries, and the development of Tunisia make an appropriate vocational training policy necessary.

Authorities have adopted several new methods, including field training, teaching in specialized professional centers, etc.

Orientation is an important priority. In order to choose between specialized or regional vocational centers it is imperative that future prospects be studied and that plans be made in advance.

The creation of regional technological centers allows the assignment of necessary personnel of all levels according to region and subject.

A 42. "Constantine: Des jeunes entre l'école et l'usine" (Constantine: Youth between school and factory). El Moujahid, September 24, 1974, p. 7.

What possibilities are there for young people who have reached the maximum school age and who

out of school? The Youth Director of the city of Constantine answers: In Constantine there are enough training centers to accomodate 7,500 youths. A general education is available there, in effect an accelerated tutoring program, supplemented by professional training in several technical fields. These programs are hampered by the lack of trained professionals. Only training programs for women are functioning at full capacity.

In Constantine there is also a special training center for juvenile delinquents.

T 43. DEROUICHE, Jerbi: "Le Centre d'orientation des jeunes, un pas appréciable vers la solution du problème des défaillants" (Orientation centers for youth: a large step towards a solution to the problem of young drop-outs). La Presse, September 27, 1974, p. 2.

In this article the author points out that information and orientation of youth are two major preoccupations of the Government and the Party.

Information and orientation meetings have been organized for youths by the Regional Delegates for Employment; brochures and pamphlets containing information on training classes have been distributed. The OTTEFP has founded a vocational training center for youths in view of training them for industrial jobs. This center has recently been reorganized. Having visited the center, the author points out its accomplishments and analyzes the results of its training.

T 44. "Jeunes gens! Quel métier choisir?" (Young people! What career to choose?) La Presse, September 5, 1974, p. 2.

In order to interest young people in technical jobs, the OTTEFP has just published thirteen booklets, each devoted to a specific professional field, which will be distributed in all school establishments. The booklets give an index of careers and specializations in various fields and state the necessary school level, the admissions requirements and which centers provide the proper training for each job. Although the booklets have been criticized by some, most concerned people consider the experiment an interesting one.

Higher Education

A 45. "Enseignement supérieur: L'Université doit se reconnaître dans son peuple" (Higher education: the University must be reflected in her population). El Moujahid, July 31, 1974, p. 2.

The author of this article once again stresses the importance of management training as a guarantee for the future. It is not enough, he says, to make investments for construction; the country must invest in training managers. Managers must have scientific or technical expertise and be well versed in the national situation.

The Algerian University has been in a period of metamorphosis for three years. Measures have been taken to help the University reach its goals: Arabization, democratization, emphasis on the Algerian personality, management training, importance of scientific and technical subjects. The University aims at satisfying all of the management needs of the country, by providing a low-cost management education.

T 46. BOURGUIBA, Habib Jr.: "Le dossier de l'Université: Réflexions sur la situation de l'enseignement en Tunisie et les conéquences de l'expérience entreprise au lendemain de l'indépendance" (The University Dossier: Reflections on the situation in education in Tunisia and on the consequences of the experiment begun right after independency). L'Action, July 11, 1974, p. 5.

In this document published for the second time by "l'Action," Habib Bourguiba Jr., a member of the Central Committee of the Party and President of DDET, analyzes the educational system since the time of independence and makes concrete suggestions concerning educational problems in Tunisia. The newspaper "l'Action" calls upon administrators and militants to speak up on the subject of the university. Habib Bourguiba Jr. studies the fate of school dropouts and efforts towards their re-education. He exposes the policies which are to guide primary, secondary and higher education. Reforms must take into account the following crucial elements: revalorization of manual labor and vocational training, and meeting the goals of social usefulness, rather that providing a purely intellectual training conceived for an elite.

A 47. "Rentrée universitaire: 3.700 étudiants cette année" (The new school year: 3,700 students this year). El Moujahid, September 22, 23, 1974, pp. 1, 2.

This article concerns a press conference held by Mr. Ben Yahia, Minister of Higher Education and Scientific Research, on the occasion of the beginning of the school year. The Minister summarized university accomplishments during the first Four-Year Plan and spoke of the perspectives of the second. Student attendance has increased by about 25%. This increase has naturally been accompanied by a considerable development of school facilities and materials.

The Minister also spoke of the application of university reforms and the positive results already apparent, although he admitted there are still many problems to solve.

Finally, the Minister spoke of University management, equipment, planning and finances. He underlined the relation between education and research.

A 48. Benbaghdad, Mohamed. "La première bachelière de la famille" (The first girl with a baccalaureat in the family). El Moujahid Culturel, no. 132, July 4, 1974, p. 14.

At the end of this school year many young men and women passed their baccalaureat. The story of Fatima, the first female of her family to earn a baccalaureat, is but one in a multitude of others. These young people will go to university armed with their baccalaureat, their strong will, their youth and the conviction that they will be useful to a growing Algeria and to the social Revolution which gave them this chance.

A 49. "La rentrée universitaire" (The opening of the new university year). El Moujahid, September 25, 1974, p. 3.

The Algerian university is based on Algerian realities; it has become like an enterprise operating in the service of the Nation. Priorities include the agricultural revolution, socialist management, and planning based on data collection. In this spirit the University Research Center of Constantine aims at participation in extra-regional development as well as encouragement for research. This center has a judicial organization.

At the University of Oran an amelioration of the quality and the quantity of teachers is sought, as well as the extension of the University. Problems here principally concern the lack of teachers and facilities. This University specializes in three technical sciences: computer, electro-technical and mechanical. Improvements have been made concerning housing and eating facilities.

T 50. Rabaoui: "Pour redresser la situation à l'Université" (To rectify the situation at the University). L'Action, August 21, 1974, p. 2.

In this editorial the author investigates the situation at the University. The causes of the present crisis are many, but in particular there is: the basic methods of student training, the overcrowding of classes, and the difference in concepts between administrators and students as to proper school programs. A clear revision is needed in the school programs: the change must be in outlook as much as anything.

T 51. HADJI: "Le séminaire national des bacheliers" (National Seminar of Baccalaureat-holders). L'Action, July 16, 1974, p. 6.

This seminar is held annually at Kelibia and brings together about 80 young people, mostly male. The seminar allows young students to discuss university life and preparation for university studies. It is also useful to orient students and point out the various kinds of difficulties they may run into. These seminars widen the horizons of those young people in whom the State and the Party have invested so much.

A 52. "L'ENA a dix ans" (The ENA is a decade old). Révolution Africaine, no. 540, July 1974, p. 4-6.

The ENA (National School of Administration) was created in 1964 to train high quality managers. The school plays a role of primary importance in the global and coherent progress of the State. On the occasion of the School's tenth anniversary the director spoke of the current situation. At the ENA total Arabization exists in certain subjects, and there is a strong movement towards democratization. Admission is by examination.

A 53. "Deuxième quadriennal: le pays couvert d'universités" (Second four-year plan: the country covered with universities). La République, September 22, 23, 1974.

This article concerns a press conference of Mohamed Seddik Ben Yahia, Minister of Higher Education and Scientific Research, at which the following facts were given.

- Algeria has 37,081 students as of 74-75, of which 1,900 are abroad.
- A new university of Science and Technology, and a new Technical Training Center, will open at Bab Ezzouar.
- Universities located outside the capital are becoming increasingly important.
- Algerianization of the teaching staff is progressing rapidly.
- There has been a massive increase in female enrollment.
- Many foreign students are now attending Algerian universities.

M 54. "Création de trois nouvelles facultés à Fes et à Casablanca" (Creation of three new schools at Fez and at Casablanca). L'Opinion, August 27, 1974, p. 3.

Due to decrees of the Prime Minister, three new schools are to be created. At Fez, a School of Liberal Arts will ensure the preparation of national diplomas. In Casablanca a new School of Legal, Economic and Social Sciences is planned as well as a School of Medicine and Pharmacy.

T 55. Dr. Khemakhem, Abdellatif: "Pour une rationalisation de la gestion de l'Université" (For the rationalization of university administration). L'Action, July 16-19, 1974.

In this series of articles the author speaks of the future of the university, especially in terms of its structural organization. He studies university programs and outlines the present situation, including major problems and goals. In one article he studies the decentralization of the university; in another, scholarship management.

According to the author, proposals for change, although seemingly audacious, are constantly necessary in this domain. Giant strides have been made considering that at the time of independence education was characterized by elitism, lack of teachers and professionals, cultural duality, and lack of relevance to the needs of the country.

56. "Solutions préconisées par l'UGEM en matière des bourses" (Solutions proposed by the UGEM concerning scholarship). L'Opinion, July 18, 1974, pp. 1, 2.

This article concerns a paper written by the U.G.E.M. (Union Générale des Etudiants du Maroc - General Union of Moroccan Students) addressed to the Ministry of Higher Education. In this paper the Union demands the generalization of scholarships, an increase in scholarship amounts, the founding of a fourth scholarship to allow the continuation of studies through the second session, monthly distribution of scholarships, and obligatory scholarships for all students of the third cycle.

57. "Le Dr. Mokaddem préside un débat avec les étudiants du gouvernorat de Bizerte. La réforme de l'enseignement vise à adapter les programmes aux besoins du développement du pays" (Dr. Mokaddem presides over a debate with students of the governorate of Bizerte. Educational reforms aim at the adaptation of programs to the needs of the country's development). La Presse, August 14, 1974, p. 4.

This article concerns a conference on educational problems, during which questions from Bizerte students showed their concern on the subjects of university life, student unrest, decentralization of higher education, and teaching methods. The governor of Bizerte answered several questions, after which Dr. Mokaddem, president of the National Assembly, spoke of the role of the University and the national office of Destourian students. He also spoke of educational programs and reform, and stressed that educational problems exist at all levels in all countries, be they developing or "developed."

A 58. "Tlemcen: un centre universitaire pour la rentrée" (Tlemcen: a university center for the new school year). El Moujahid, August 2, 1974, p.1.

The university center at Tlemcen opens its doors to students studying mathematics and biology, starting in September 1974. All science baccalaureat holders from the village of Tlemcen will be welcomed. The center will provisionally function in the buildings of the State secondary technical school, but in two or three years the new center will be able to accomodate 500-600 students.

In addition to the subjects mentioned, programs are planned for degrees in education, agronomy and veterinary sciences.

A research center of 200-250 hectares will be added to serve as experimentation acreage for the initiation of young agronomists.

A 59. "Officiel: L'Université de Bab Ezzouer accueillera les étudiants en septembre" (Official: the University at Bab Ezzouer will open to students in September). El Moujahid, July 25, 1974, p. 1.

The foundations of this university were inaugurated on May 18, 1973. The new building of classrooms and lecture halls will accomodate many science students as of September 1974.

This article describes the new University and the modes of transportation servicing the area.

A 60. "Université de Bab Ezzouar: un ensemble intégré" (University of Bab Ezzouar: an integrated whole). El Moujahid, July 30, 1974, p. 2.

Part of the University of Science and Technology of Algiers will be open at the beginning of the school year. As of September 1975 all the installations of the university, which will have a capacity of 10,000 students, will be ready. The university is planned as an integrated whole, eliminating the traditional separation between schools and faculties.

A basic training in applied science will be guaranteed by the various institutes and a large number of professionals will be trained for future placement in higher education, industry and agronomy.

A 61. "Université de Bab Ezzouar: 2,000 étudiants attendus pour la rentrée" (University of Bab Ezzouar: 2,000 students expected at the beginning of the school year). El Moujahid, September 7, 1974, p. 2.

Mr. Ben Yahia, Minister of Higher Education and Scientific Research, visited the first part of this new university complex which will open, on September 23, to about 2,000 students in mathematics, technological sciences and biology. This first part of the complex has 162 classrooms for practical work, holding between 30 and 100 students each. The building is linked to 12 lecture halls each of which has a capacity of 120-350 students. A meeting was held to plan the details of the school's opening in the fall.

A 62. Belkhodja, A. "Ouverture d'une annexe de CFA" (Opening of a CFA annex). El Moujahid, July 9, 1974, p. 6.

This article concerns the opening of several CFAs (Center for Administrative Formation) throughout Algeria. The opening of the CFA at Tiaret was delayed due to local problems. A program is planned for the creation of seven classes of 20 students each. The training period will be two years for each class. The centers will produce professionals at the mid-management level capable of filling the needs of the civil service and furthering the policy of decentralization.

A 63. "L'Université des Sciences et de la Technologie d'Alger ouvre ses portes" (Opening of the University of Sciences and Technology of Algiers). El Moujahid, September 21, 1974, pp. 1-3.

President Boumediene personally inspected the construction site of the University of Bab Ezzouar. He particularly wanted to check the progress of construction on the first part of the university which will open on September 25 to 2,200 students. The president criticized the lack of decoration and greenery. He inquired as to plans for the opening of the school, and was especially anxious as to transportation facilites. From a pedagogic point of view all has been prepared for an orderly opening and the teaching of all subjects under satisfactory conditions. There will be enough teachers. This accomplishment reflects one of the priorities of the higher education reform.

A 64. Belkhodja, A.: "Une expérience concluante; l'Université populaire de Tiaret" (A conclusive experiment: the people's university of Tiaret). El Moujahid, September 14, 1974, p. 12.

The People's University at Tiaret accepts previously unschooled students over 18 years of age. The studies include Arabic language training up to the baccalaureat level. The results are very encouraging: Arabization is progressing and there are many female students. The university needs to be expanded in terms of subjects offered and structuralization. It also needs a regular expense budget.

SPECIAL ADULT EDUCATION

A 65. "Un nouveau centre de langue anglaise" (A new center for the English language). L'Opinion, September 11, 1974, p. 4.

This article concerns the inauguration of a new English language teaching center at Casablanca. The center has ultra-modern automatic teaching devices including audio-visual studios and language tape recordings. As was stated by the ambassador of the United States in Morocco, the learning of English is not only a technical instrument but a means to communicate with other people.

T 66. Skanji, Salem: "Une école pratique de formation hôtelière à Sousse" (A practical school of hotel management training at Sousse). La Presse, August 27, 1974, p. 4.

In this article the author points out the primary importance of tourism in Tunisia's economy, and the consequent need for qualified hotel personnel. The problem of training the necessary personnel is most acute at Sousse, where tourism plays a vital role. To satisfy the need, authorities plan to found a school for hotel management there, with a capacity of 320 students. Rendering the educational experience even more interesting will be an adjacent hotel of 100 beds, to provide students with practical experience.

T 67. "Institutions de formation hors Education Nationale recrutant au niveau de baccalauréat" (Non-State training schools recruiting at the level of the baccalaureat). Republic of Tunisia. Ministry of National Education; Department of Statistics and Planning. Brochure, July 23, 1974, 7 pages.

This booklet lists institutions outside of Ministry jurisdiction which recruit students at the Baccalaureat level. Within the framework of higher education reform, they offer baccalaureat-holders opportunities for training and placement. This study, made in 1973-74, reaches several conclusions: About 2,000 students are concerned the level of recruitment of teachers has increased, the training programs correspond to precise needs and lead to a specific job. Certain proposals are made concerning a better coordination.

T 68. "Les carrières agricoles" (Agricultural careers). ONOU Informations, No. 7, July, 1974, 4 pages.

Agriculture is becoming an important sector requiring specialized technicians versed in modern management methods. As such, many new careers are appearing. The goal of agricultural education is to train professionals capable of contributing usefully to agriculture and other sectors. There are four levels: training of agricultural professionals, secondary agricultural programs, post-secondary agricultural programs and university-level agricultural programs.

The National Institute of Agronomy in Tunis, created in 1898, trains agricultural "engineers" in a six-year program and agronomists in an eight-year program.

A 69. "Des centaines de filles attendent la réouverture des ouvroirs" (Hundreds of girls await the re-opening of the sewing schools). El Moujahid, July 13, 1974, p. 9.

Directors of the woman's organization UNFA are making a great effort despite the limited means at their disposal. At the sewing schools the minimum time supposedly needed to profit by the course is one year. This is unrealistic, since sewing machines and teachers are hard to find for the rural areas where they are most needed. Thus many of the schools have had to be closed. The UNFA urges the funding of such schools so that the young girls may escape the penalties of lack of education.

A 70. El Hedger: Première promotion de techniciens supérieurs de l'INA (El Hedger: first promotion of advanced technicians of the INA). El Moujahid, July 5, 1974, p. 8.

Those attending this graduation ceremony were given explanations of the functioning of the school and its future expansion. The training director spoke briefly of the policies of his department.

The Institute of Mines, Metallurgy, Construction Materials and Mechanical Construction of Annaba has the goal of training technicians and engineers for heavy national industry, and encouraging research in this sector. The school program is organized by semester, uniting theoretical and practical study consecutively.

A 71. HELLAH, Benanouda: "L'école para-médicale de Kolia: assumer une meilleure formation des cadres" (Para-medical school of Kolia: insure a better training of professionals). El Moujahid, July 3, 1974, p. 7.

The first signs of reinforcing public health structures are apparent with the para-medical school at Kolia training mid-management professionals for rural areas. The training program links theoretical study to practical application in the field. The school plans two levels of examinations, and provides scholarships for students. Teachers are doctors and nurses from the local hospital.

A 72. "L'INHC de Boumerdès à dix ans" (The INHC at Boumerdès is ten years old). El Moujahid, July 3, 1974, p. 1.

The goal of the National Institute of Hydrocarbons and Chemistry (INHC) has always been the adaptation of education to the needs of the economy. This is the goal of all specialized schools seeking to change the traditional orientation of students from legal or literary study to technical specialization. The INHC trains a large number of specialists in different fields, according to industrial needs.

A 73. SETIF, A. "Inauguration de l'Institut technologique de céréaliculture" (Inauguration of a technological institute of cereal culture). El Moujahid, September 10, 1974, pp. 1, 3.

The Minister of Agriculture and Agricultural Reform visited this new Institute of Cereal Culture. The institute, founded under Special Program funding, is to receive 360 students in three years of study: the first two at the center, and the third a combination of theoretical study and practical training periods in the field. The institute will turn out cereals specialists, who are much in demand.

T 74. "Ministère de la Défense Nationale: communiqué" (Bulletin from the Ministry of National Defense). La Presse, July 28, 1974, p. 8.

In this bulletin the Ministry of National Defense announces recruitment by entrance examination to military schools for career positions in the army, navy and air force. The Ministry gives entrance requirements, duration of studies, careers available, grades and specializations possible as well as the fringe benefits of military careers.

A 75. Mohammedi, Mustapha: "Institut hydrométéorologique d'Oran: la rentrée '74-'75 fixée au 1er Octobre" (Hydrometeorology Institute of Oran: beginning of the '74-'75 school year fixed for October 1). El Moujahid, September 26, 1974, p. 3.

The hydrometeorology Institute of Oran, founded four years ago with U.N.D.P. and D.M.M. funds, has become a flourishing international study center. The quality of the education, the value of the research and the importance of the institute at all levels of economic life have all contributed towards this achievement. The school trains not only Algerians but managers and engineers from all over Africa: 20% of the student population is Maghrebian or African. The center provides advanced education in all fields of meteorology. The number of female students has doubled. An Arabic section has begun for technicians. These accomplishments are due to the quality of the teaching staff (1/2 Algerian, 1/4 French), the quality of the coursework and the quality of the teaching.

T 76. "M. Hedi Khefacha préside la cérémonie de sortie de la promotion d'officiers "Tarek Ibn Zyad." Former des cadres compétents capables de préserver les acquis de la nation" (Hedi Khefacha presides over the graduation ceremony for "Tarek Ibn Zyad" officers. The training of managers capable of maintaining the nation's progress). La Presse, July 30, 1974, p. 2.

The Minister of National Defense presented diplomas to graduates who will soon become high-level army managers. In his speech he stressed the efforts made to allow the education of these officers, and remarked that the Academy also trained officers of the National Police Department, in order to permit this organization to revive its ranks with young cadres having a scientific and technical training.

T 77. "Clôture de la conférence régionale sur le développement agricole à Sfax. M. Ghédira: "Il faut organiser des campagnes en vue d'inciter les jeunes à s'orienter vers l'enseignement agricole" (End of the regional conference on agricultural development in Sfax. Mr. Ghédira: "We must organize campaigns to incite youthful orientation towards agricultural education). La Presse, July 11, 1974, p. 4.

During this regional meeting on agricultural development in Sfax, the Secretary of State to the Ministry of Agriculture spoke of agricultural training. The meeting's participants urged the reinforcement of vocational training in agriculture for youth, by means of the organization of field trips and the creation of organizations administered by students of Professional Training Centers. Mr. Ghédira then distributed diplomas and prizes to the members of the graduating class.

TEACHER TRAINING

78. "Le manque de cadres: un problème structurel" (The lack of teaching professionals: a structural problem). L'Opinion, September 11, 1974, p. 6.

Morocco's economic development is slowed down by inadequate administrative structures, the problem of training professionals, and lack of financing, says the author of this article.

Concerning teaching professionals, there is a wide gap between supply and demand. There are 7,000 foreign teachers in Morocco, 40% of whom are secondary school teachers. The author urges that priority be given to teacher training by the Ministry of National Education, to avoid repercussions which will be felt not only financially, but socially and politically as well.

79. Rahmouni, M.: "Ceci au Ministère de l'Education Nationale: un problème à résoudre d'urgence" (To the Ministry of National Education: a problem to solve at once). L'Opinion, September 21, 1974, p. 6.

This article concerns the great lack of teachers in Morocco. The author points out that it is not once the school year has started that problems will be avoided by last-minute decisions, at least not without costing precious learning time to the students. To govern is to foresee, says the author, and the unhappy experience of preceding years are repeating themselves again this year due to lack of planning. The number of teachers is insufficient. It is necessary to accelerate the processes of training, appointing and assigning teachers to avoid a loss of students' time.

T 80. "Ecole normale supérieure" (Higher normal school). ONOU Informations, no. 7, July 1974, p. 6.

This article indicates the organization of the school programs and gives admission requirements to the Ecole Normale Supérieure charged with the training of teachers for secondary and higher education and professionals for university-level teaching and scientific research.

A 81. "Recrutement d'élèves inspecteurs d'enseignement élémentaire et d'enseignement moyen, pour l'année scolaire 1974-1975" (Recruitment of students towards teaching inspectorships in elementary and middle education for the 1974-1975 school year). El Moudjahid, September 1, 1974, p. 7.

This article outlines the conditions under which inspectors are recruited, either by examination or by title. The article gives the ways in which applications are submitted and curricula vitae retained.

TEACHING METHODS AND AIDS

T 82. "Sousse: A l'ouverture du Collège International sur l'utilisation des techniques audio-visuelles dans l'enseignement des langues" (Sousse: at the opening of the International School of Audio-Visual Arts in language education). L'Action, July 16, 1974, p. 6.

A meeting organized for the first time in Tunisia by the international organization for research and distribution of audio-visual and structuro-global methods (AIDAV), in collaboration with the Bourguiba Institute of spoken languages, was opened in Sousse by Driss Guiga, Minister of Education. Presiding over the meeting was Rached Hamzaoui, who underlined the interest Tunisia took in the proceedings, as evidenced by the many audio-visual methods already in use. The themes of the meeting were as follows: audio-visual manuals and didactic material, vocabulary acquisition, the teaching of grammar and motivation for language training. Audio-visual methods liberate both the teacher and the student. In his speech Driss Guiga pointed out two crucial elements necessary for audio-visual methods to succeed.

T 83. "L'écriture, un apprentissage fait trop tôt" (Writing, skill taught too early). La Presse, August 8, 1974, p. 10.

While researching the problems of poor handwriting, the author of this article interviewed a psychologist involved in the re-education of writing skills in a medico-psychological center. The psychologist outlines the causes of poor writing. Writing, unlike drawing, is a basis of socialization, and in many cases children are made write before they are ready to do so. In the case of left-handed children, not enough distinction is made between those who are truly left-handed (and need different training methods) and those who are merely hesitating at the choice of which hand to use. The author concludes that re-education of poor handwriting is possible with the correction of the causes behind it.

T 84. Ben Cheikh, Dhabri, Dhib: "L'experience tunisienne en matière de recherche en education 1970-74. Contribution à la promotion de la recherche en education" (The Tunisian experiment in educational research 1970-74. Contribution to the promotion of educational research). University of Tunis. National Institute of Educational Sciences. Tunis, July 3-5, 1974. 26 pages.

In this report of a preliminary study concerning educational research, the authors have examined the problems inherent in this kind of research in Tunisia. Educational research is defined and its limits are set forth. In the second part the evolution of this research and its goals during the years 1970-1974 at the National Institute of Educational Sciences are outlined. In a third part the authors discuss the limitations of experimentation in the face of educational realities.

T 85. Badri, B. "Qui va payer l'ardoise scolaire?" (Who will pay for student materials?) La Presse, August 28, 1974, p. 3.

Published just prior to the start of fall classes, this article brings up the problem of the cost of student books and material. The author points out that the cost of school books in Tunisia has not risen since 1964 despite the increasing cost of paper and social charges. All materials for Tunisian paper products are available, with no increase in price. The costs of imported books follow the prices on the foreign market (especially French), and the S.T.D. (Société Tunisienne de Diffusion) has a monopoly on imports, for the moment.

The author wonders what the situation will be when there is a free market in student books. In this case the state would still subsidize a part of student material, but the S.T.D. would be allowed to act according to profit-making principles. The author concludes that when this happens, the quantity and quality of the material and its price will become the concern of every citizen.

A 86. Dehbal, M.H. "La semaine de l'école dans les traditions educatives" (The school week in educational tradition). El Moujahid, July 6, 1974, p. 5.

Organized by the Federation of Complementary Student Works (FDOCS) under the auspices of the Ministry of Primary and Secondary Education, and with the agreement of the municipalities, the School Week will herald the end of the school year. This exhibit of different educational accomplishments will include expositions of the practical work of school classes under the theme of "the Agricultural Revolution." The School Week has become a tradition since its inception several years ago and is a popular demonstration of students' accomplishments during the school year.

ARTISTIC EDUCATION

T 87. Okasha, Sarwat: "Les problèmes de la culture arabe contemporaine; l'education reposera sur la compétence, la responsabilité, la curiosité" (Problems of contemporary Arab culture; education will rely on competence, responsibility, curiosity). La Presse, September 4, 1974.

Having briefly touched on the contemporary inertia in applied arts, Dr. Sarwat Okasha in this article considers a contemporary problem: the education of art forms starting from early childhood. Education, he says, is the art of instilling a habit of recognition and behavior. New habits will lead the new behavior. In culture and art this principle is not followed, since imagery is given less importance than the written word. Schools must change their attitudes in this field and not simply continue teaching methods used for decades. The child should live in art and for art.

ARABIZATION AND BILINGUALISM

A 88. Mignot-Lefebre, Y.: "Bilinguisme et le systeme scolaire en Algérie" (Bilingualism and the school system in Algeria). Revue du Tiers Monde, No. 59/60, July-September, 1974, pp. 619-693.

This article presents the results of inquiries carried out in Algeria to study the role of linguistics in the school system and its effect on the social and political development of the country.

The decisions taken could bring back a social and educational dualism profiting the newborn national bourgeoisie. This social and educational dualism is complemented by a cultural and linguistic dualism.

A 89. BRAHIM, Issa: "Le langage retrouvé" (Language rediscovered). Afrique-Asie, 63-64. August 5 - September 8, 1974, pp. 94-96.

The author, examining the role of the Algerian language, states that in order for Algeria to establish its national identity there must be a rebirth of spoken Arabic. He recalls the measures taken during 132 years to further Algerian culture. During the French occupation there was a colonial education which concerned only a small minority. It was after the war that a neo-colonial approach to education was attempted, and since 1962 Arabization has been considered an obligation. Arabization is progressing slowly, but foreign languages have not yet been excluded. Due to historical factors, French remains the privileged language of scientific education. The struggle, however, is being won.

SPECIAL PROBLEM: EDUCATIONAL PROBLEMS IN MOROCCO

90. "D'une ville à l'autre, le malaise de l'enseignement est profond" (From one city to another, educational discontent is deep). L'Opinion, September 26, 1974, p. 7.

This article concerns the problem of education in Morocco, which is the topic of nation-wide debate. At Marrakesh the school year brought all sorts of problems: There is a lack of space in both primary and secondary school classes, the rate of school construction is low, promised construction deadlines are not kept, and there are geographic and social differences which also cause problems. The hoped-for results which instigated program changes have not been attained; indeed there has been a drop in student achievement due in part to the lack of teachers. The author urges the responsible parties to revise their system and their methods to raise the level of education, especially in rural areas.

91. DAOUD, Zakya: "Que devient le Maroc?" (What is happening to Morocco?) Jeune Afrique, no. 704, July 6, 1974, p. 34.

In this editorial concerning the general situation in Morocco, a paragraph is included on education. The school system seems quite sick. It absorbs 25% of the national budget but reaches only 35% of primary school-age children (7 to 14 years old), 7% of secondary school-age children (14-19 years old) and 1% of those of university age. There is a lack of professionals, especially technicians.

In rural areas a trend away from school enrollment is apparent.

17,000 students were adversely affected in 1973, with the dissolution of the UNEM (National Union of Moroccan students) following several years of student strikes. The university, in fact, looks like a ghetto.

92. "Tanger: Aucune planification en matière d'enseignement" (Tangiers: No planning in the field of teaching). L'Opinion, September 21, 1974, p. 4.

The author deplores the situation in Tangiers, where the lack of planning is evident in the fact that school personnel have been hired without a study of teaching needs, school buildings have not been finished, and classes are overcrowded. A short training class has been started for non-professional teachers. Coeducational classes have been abolished in most schools. In most areas a lack of long-range planning in accordance with modern teaching methods is evident.

93. "L'Alphatétisation au Maroc" (Literacy in Morocco). L'Opinion, September 12, 1974, p. 8.

During a general census of the population, officials attempted to establish the degree of literacy, but the results obtained are of only relative value. The study included only children over the ages of 10 and adults. The rate of illiteracy is 75%, with more illiteracy among women than among men, concentrated in rural areas more than in urban areas. Great progress has therefore been made, but much remains to be done.

The reduction of illiteracy in urban areas is relatively great and involves both sexes. In rural areas the degree of illiteracy reaches 87% and the reduction applies only to males, particularly young males. For females the rate of illiteracy remains the same.

There are several obstacles to the spread of literacy: homes are often scattered, and there is a resistance in rural areas to school enrollment, especially for girls.

94. "A propos de la prochaine rentrée scolaire" (Concerning the beginning of the next school year). L'Opinion, September 9, 1974, p. 6.

At the start of the new school year, this article points out the habitual problems which have still not been resolved: non-adaptation of school programs to national realities, lack of space, depersonalization of the student. This year a new problem is added: the rise in prices of books and school materials. The author asks the state to subsidize school materials.

95. ANNOUARI and EL FADILI: "Les marginaux de l'enseignement" (The marginals in education). L'Opinion, July 23, 1974, p. 4.

This article concerns those self-taught persons who constitute a major part of "literate" Moroccans, since the school system does not allow the majority of supposedly enrolled children to finish their schooling, for one reason or another. One child in a thousand beginning school will end up at the university and yet this diploma is considered the only criterion for deciding on the value of a person. Self-taught persons are the victims of the new system where only the number of years of schooling and the diplomas achieved have importance. The autodidact is placed in an inferior category.

96. "Difficultés d'adaptation à l'enseignement scolaire" (Difficulties in adaptation to school education). L'Opinion, August 7, 1974, p. 7.

In this article the author says that schooling is a social experience with requirements to which each child must adapt. The facility with which he does so may depend on his intelligence quotient, but it also depends on his degree of security, his ability to articulate and express himself, etc.

To facilitate a child's adaptation to school, the Koranic school phase has been made compulsory, in order to develop the child's psychosensory language skills and oral expression.

M 97. TALAL: "L'enseignement: fin ou moyen?" (Education: refined or mediocre?) L'Opinion, July 12, 1974, p. 7.

The author of this editorial states that no present-day educational criteria allow a definite answer to this question. However, he points out that the competence of the Ministry of National Education in Morocco is not above suspicion. Professional examinations do not fulfill the goal of selectivity. Several anomalies exist: the teacher is required to follow school programs to the letter despite different classroom situations, and bilingualism makes the school term too short. In secondary schools the cultural level of graduates is consistently below par. In higher education the programs are full of imperfections and final examinations are much too easy to ensure high quality graduates. This is due to the lack of autonomy among subjects taught. The author concludes that the list of faults within the school system remains frighteningly long.

M 98. "La rentrée scolaire: les frustrés" (Return to school: the frustrated ones). L'Opinion, September 22, 1974, p. 7.

The return to school this year in Morocco took place on September 16, shortening the summer holidays and depriving teachers of an acquired right. The earlier return to school was due to a directive issued by the Ministry of National Education. Similar directives required an increase in the size of classes to 45-60 students, in order to allow all children to go to school, despite the fact that large classes are contrary to modern teaching methods. The repitition of grades was encouraged for weak students. The return to school was made quietly despite many complaints on the part of teachers and students. Suggestions were made for an increase in the number of schools, training centers and teachers.

M 99. "L'Editorial de notre confrère "Al Alam": le bilan de l'enseignement et ses perspectives d'avenir" (The editorial of our colleague "Al Alam:" Summary on education and its future prospects). L'Opinion, September 28, 1974, p. 3.

This article concerns an editorial by "Al Alam" in which the government is urged to reconsider the bases of educational policies and to pay more attention to the situation in schools and secondary establishments. An analysis of certain principles and statistics made by "Al Alam" shows a clear lack of teachers in certain subjects, confusion in schools due to poor behavior and poor management, and a total lack of certain fundamental subjects in some schools.

A radical reform is needed, based on Arabization, training of new teachers and administrators, and the return of the Moroccan entity. Present-day students are far from achieving the proper level and this will not help Morocco's development. The Ministry should at the very least study management problems.

100. "Congrès régional du Parti Istiqlal à Rabat. Motions sur l'Enseignement" (Regional Congress of the Istiqlal Party at Rabat. Motions on Education). L'Opinion, September 4, 1974, p. 3.

This article concerns a regional congress at which educational goals and problems in Morocco were brought up. After hearing observations about the shortage of teaching establishments, the situation of scholarship holders, and the poor printing quality of manuals and school books, participants at the congress called for the creation of a Moroccan school, Arabization, generalization and homogeneity of school programs. They asked for the creation of vocational training centers for students expelled or who have left school on their own, public libraries, and many other reforms.

LIST OF PERIODICAL SOURCES

L'Action - Tunis
Bulletin IIEE - Brussels
Conjoncture
El Moudjahid - Algiers
ONOU Informations - Tunis
L'Opinion - Rabat
La Presse - Tunis
Le Monde - Paris
Afrique - Asie
Bulletin de Liaison et d'Information
International Journal of Middle East Studies
Revue du Tiers Monde
Revolution Africaine
La République
Jeune Afrique